

# Music development plan summary: Springwood Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Katie Axworthy
Name of school leadership team member with responsibility for music (if different)	Jeanette Woodward-Styles
Name of local music hub	MAPAS
Name of other music education organisation(s)	Jessie's Fund Nordoff Robbins

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, extra-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

## Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Springwood, we offer a Music curriculum which is holistic and wide-ranging.

Pupils at Springwood will experience a breadth of musical genres, through live and recorded performances. Pupils will develop music-specific knowledge and skills, appropriate to their curriculum pathway, including sound recognition, listening skills and performance skills. Music will offer our pupils unique opportunities to connect and interact with one another and with their environment.

Pupils in each of the pathways (at EYFS, Key Stage 1 and 2) experience a range of music-based experiences that equate to the suggested minimum one hour allocation. In the EYFS, Pre-Formal, Semi-Formal and Developing-Formal pathways, this is delivered as part of a holistic approach in shorter sessions. Pupils in the Formal Pathway (Key Stage 1 and Key Stage 2) access the equivalent of six hours theme-

based learning each half-term, incorporating the teaching of relevant knowledge, skills and understanding.

### **Early Years Foundation Stage**

Pupils in EYFS will experience music as part of the Expressive Arts and Design curriculum. The Expressive Arts and Design curriculum at Springwood aims to provide pupils with a foundation for moving through the pathways and to lay the groundwork for the musical knowledge and skills in the curriculum progression document.

Pupils will have the opportunity to engage in a wide variety of musical activities embedded in a broad curriculum. They will develop their listening skills in a range of musical genres, develop their early music-making skills, and gain experience with familiar classroom instruments.

### **Pre-Formal Pathway**

Pupils working at a pre-formal level will experience Music as part of a multi-sensory curriculum. Music at this level is used as a tool through which to teach pupils' individual learning intentions and to work on the Areas of Engagement. Music can be used to target a wide range of learning intentions but is particularly suited to teaching Communication.

Examples of skills and knowledge in this pathway:

Responding to different auditory stimuli, indicating preferences and making choices between objects, showing anticipation and understanding of cause and effect

### **Semi-Formal Pathway**

Pupils in the semi-formal curriculum pathway will use Music to enhance their understanding across the thematic curriculum, experiencing the musical traditions of different cultures, religions and eras. Music in the semi-formal pathway can be used both as a vehicle for targeting individual learning intentions across the curriculum and also to begin to teach some specific musical knowledge and skills. They will develop early performance skills, performing in small groups and listening to others.

Examples of skills and knowledge in this pathway:

Making choices using AAC, responding to tempo and dynamics, recognising familiar instruments, joining in adult-led songs, following instructions to stop and go

### **Developing Formal and Formal Pathways**

Pupils working on the developing formal and formal curriculum pathways will use Music as a tool to explore different themes, to communicate, and to demonstrate their understanding. They will further develop their knowledge of musical concepts and hone their performance skills. Pupils at this level are able to access elements of the National Curriculum for Music at Key Stages 1 and 2.

Examples of skills and knowledge in this pathway:

Playing a range of instruments with musicality, composing a short musical sequence, following a simple score, appreciating a wide range of quality music from different traditions and time periods.

## Part B: Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Pupils across all sites have access to extra-curricular music through our Enrichment programme.

There are a range of music-based enrichment groups, aimed at different age groups and different strands of the learning pathways, and pupils can opt to join a different enrichment group each term.

Some of our musical offerings include:

- Sing and Sign Choir
- Boomwhacker Band
- SingUp!
- Sensory Music

In addition, Springwood also has a partnership with Jessie's Fund, who provide a music therapist at our Craig Hall site. The music therapist works with a number of pupils over the course of the year. This year, twenty pupils have accessed the Music Therapy offer. During each session, pupils work on personalised foci that link to their learning objectives as described in their EHCPs.

The Music Therapist harnesses the power of music to develop our pupils':

- Communication and interaction skills
- Understanding of cause and effect
- Concentration and engagement skills
- Cooperation skills
- Interpersonal and intrapersonal skills
- Gross and fine motor skills
- Self-regulation

The work done with pupils is highly engaging and original, tapping into their unique characteristics and preferences, and building relationships and 'Musical Companionship'. Some of the major successes captured as part of this, with some of our most complex pupils, has included:

- Increased eye contact
- Purposeful turn taking
- Increasingly sustained attention
- Intentional use of appropriately pitched voice and articulation of consonant sounds
- Increased core stability, standing and head control
- Increased confidence and self-esteem
- Increased regulation

Musicians from Jessie's Fund also run annual creative projects at Swinton, working with a number of pupils to teach both whole class and one-to-one music, exploring a range of instruments.

There is no additional cost to pupils to partake in any of these activities.

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Pupils across Springwood have numerous opportunities to experience music outside of the classroom.

All pupils have the opportunity to experience music in our regular assemblies. During weekly Celebration Assemblies, pupils meet with other classes in their age group to celebrate each other's achievements. Celebration Assemblies include the opportunity to join in with familiar songs, chosen by the pupils.

All pupils also attend a weekly Singing Assembly, with other classes in their learning pathways. Singing Assemblies are targeted at the specific learning needs of each group, for example, Formal Pathway learners learn about vocal technique and practice singing in rounds and parts, whereas Pre-Formal Pathway learners come together to share sensory exploration of songs and stories.

Our termly BEST Assemblies also offer pupils an opportunity to sing and sign together, as we celebrate pupils who have exemplified our school vision "Believe, Enjoy,

Succeed, Together.” We have our own songs to represent each of these values and to celebrate those pupils who have received a BEST certificate that term.

In addition, we have several annual performances across school. These include Christmas Singalongs at each site, where parents and carers are invited to sing, sign and play along with their children to familiar festive music. Our Year 6 pupils also perform in a yearly Summer Spectacular to celebrate the end of their time at Springwood.

Through the charity Live Music Now, many of our pupils are able to attend high quality, professional musical events. This may be through musicians visiting to give a concert in school, or through a group of pupils travelling to attend a Live Music Now event at the Bridgewater Hall in Manchester. We alternate which classes are invited to each event and ensure that each class has the opportunity to see at least one live performance per academic year.

Additionally, Springwood are regularly invited to perform at the annual Together Trust Music & Drama Showcase, which takes place at The Lowry each summer. This is a wonderful opportunity for some of our pupils to perform in a professional venue, in front of a paying audience. In previous years, we have taken a choir and, in 2024, our pupils from across the music-based enrichment groups performed using song, sign and percussion.

For all events, we try to keep the cost to families as low as possible; there may be a cost for transport for events off-site.

## In the future

This is about what the school is planning for subsequent years.

During 2025-2026, we are planning to participate in a 9-month long staff development project with Jessie’s Fund. This project will involve intensive CPD for a small group of teachers who will become Music Champions for Springwood. They will receive training from professional musicians to develop their skills and confidence in supporting pupils to engage through musical interaction and then take what they have learnt back to the classroom, increasing the impact and legacy if the work we have done with Jessie’s Fund over the past three years. We will also join a network of Jessie’s Fund schools, opening up opportunities for collaboration and peer support form other SEND settings. We will also continue to access Music Therapy for identified pupils.

## Further information

Department for Education - Music education: information for parents and young people  
[Music education: information for parents and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/music-education-for-parents-and-young-people)

Music And Performing Arts Salford (MAPAS) - <https://sclmapas.co.uk>

Jessie's Fund - <https://jessiesfund.org.uk/>